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ABSTRACT

This handbook on Chapter 1 was developed for public school teachers in Pittsburgh, Pennsylvania. The first section deals with Chapter 1 regulations and guidelines for: identifying eligible schools and attendance areas; identifying and selecting eligible children; and the participation of nonpublic schools in the Chapter 1 program. The following section gives guidelines for implementation of the program and covers the areas of staff utilization, scheduling, parent notification, substitute service, recordkeeping, supplies, materials and equipment, monitoring, evaluation, and parent advisory councils (PAC's). The remainder of the handbook consists of separate sections giving an overview of and program objectives for the primary program in math for grades 2-8, and in reading for grades 2-8 and 9-12. Two support programs--social work and counseling--are also described. An appendix contains copies of a monitoring form and various PAC-related forms. (CMG)

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CHAPTER I

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HANDBOOK

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UD 023 245

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INTRODUCTION

The Education Consolidation and Improvement Act of 1981 (ECIA) replaces the Elementary and Secondary Education Act (ESEA) passed in 1965. Chapter I of this act provides financial assistance to expand and improve elementary and secondary school programs for educationally deprived children in low income areas.

This Handbook is designed to provide a clear picture of the Chapter I program. Each component of the program is represented fully from the description of that component to the evaluation.

It is hoped that this Handbook will be of assistance to you. Please do not hesitate to contact the Chapter I office if we can be of further assistance. We will do everything possible to make this a good year for you and your students.

CHAPTER I STAFF

Director	Dr. Ann N. Moniot
Community Information Specialist	Mrs. Sara Williams
Supervisory Program Managers	
- Reading Gr. 2-8	Dr. Joseph Raffaele
- Reading Gr. 9-12	Mr. Cornelius Gildea
- Mathematics Gr. 2-8	Mrs. Cordell Williamson
- Supportive Services	Mr. Richard Stuempges
Coordinator of Educational Assistants	Miss Harriette McCray
Diocesan Cooridnator	Sr. Zita Green, O.S.F.

CHAPTER I REGULATIONS AND GUIDELINES

Federal regulations published Nov. 19, 1982 set forth the Chapter I requirements and provide local agencies with guidance regarding the procedures, criteria, and standards for meeting those requirements. Among the most important of the regulations are those prescribing the identification of eligible attendance areas and schools which may be served with Chapter I funds, and those prescribing the selection of students to participate in a Chapter I project.

IDENTIFYING ELIGIBLE SCHOOLS AND ATTENDANCE AREAS

An attendance area is the geographic area served by a public school. A student is in the attendance area of the school to which he is assigned or would be assigned if he were not voluntarily attending a private school. An attendance area is eligible if its percentage of children from low-income families is at least equal to the district percentage, based on eligibility for free or reduced lunch. In addition, an attendance area may be declared eligible if at least 25% of the resident children are from low-income families.

If an attendance area is ineligible, the public school serving that area may be eligible if the school's percentage of students from low-income families is at least equal to the district percentage.

IDENTIFYING ELIGIBLE CHILDREN AND SELECTING TO BE SERVED

Chapter I services are not limited to low-income children. Educational deprivation is the sole criterion for participation in Chapter I.

Chapter I services are limited to students identified by their test scores in reading and/or mathematics as having the greatest need for educational help. This means that the students selected for the program must have test scores below those expected for their grade level. (See Guidelines for Implementing Chapter I, Scheduling.) It also means that students with the LOWEST scores must be served first, if not all eligible students can be served. If all eligible students in a school are being served, and space remains in one or more groups additional students may be served.

SERVICES TO SPECIAL EDUCATION STUDENTS: Students who receive the majority of their academic instruction in special classes, including Project Pass, should NOT be included in Chapter I programs. Those who receive such part-time services as BI/LD, SED, or speech and hearing programs should be considered eligible for Chapter I if they meet the criteria for participation.

LENGTH OF STAY IN CHAPTER I PROGRAM: Unless some overriding factor exists, a student, once selected, should remain in the program for the entire school year.

SUPPORTIVE SERVICES: In some elementary schools with Chapter I programs, supportive services are provided with Chapter I funds. Only those children who are in basic skills programs may receive these supportive services.

PARTICIPATION OF NON-PUBLIC SCHOOL CHILDREN IN CHAPTER I

There is no such thing as an eligible or ineligible non-public school. Educationally deprived students who attend non-public schools and live in ELIGIBLE PUBLIC SCHOOL ATTENDANCE AREAS will be provided services comparable to those provided for eligible public school children. A Chapter I program may be located in a non-public school, if enough educationally deprived students who live in eligible attendance areas attend that school. The pupil/staff ratio should be the same as that used for public schools.

GUIDELINES FOR IMPLEMENTING CHAPTER I

STAFF UTILIZATION

The general rule is that Chapter I paid personnel are restricted to providing services to students eligible for the Chapter I program.

CHAPTER I READING SPECIALISTS AND MATHEMATICS TEACHERS, GRADES 2 TO 8, will provide instruction to eligible Chapter I students within the mainstream classroom. The Chapter I specialists/teachers will cooperate in working primarily with the mainstream reading and mathematics teachers. Where possible, they will provide skill-building activities in the other academic content area classes.

Planning together, the teachers will determine the instructional objectives, appropriate teaching methods and the materials needed to assist the Chapter I students achieve 80% mastery of the MAP mathematics and language arts objectives.

The Chapter I specialists/teachers will provide a concentrated direct instruction approach providing the students with an opportunity to become actively engaged in learning activities (time-on-task). The Chapter I specialists/teachers will assist in identifying specific areas of weakness in certain students by administering diagnostic tests, observations, and student oral feedback.

CHAPTER I READING SPECIALISTS, GRADES 9 TO 12, will provide remedial reading instruction in a separate classroom known as the Reading Laboratory to eligible Chapter I students. The Chapter I specialists will work closely with the mainstream English teachers assigned to teach English With Emphasis On Reading classes.

Planning together, the teachers will determine the instructional objectives, appropriate teaching methods and the materials needed to assist the Chapter I students in achieving 80% mastery of the MAP language arts objectives.

EDUCATIONAL ASSISTANTS, PREP, will work with small groups of identified eligible K-1 students within the mainstream classroom, under the direction of the mainstream classroom teacher and school supervisory instructional specialist.

EDUCATIONAL ASSISTANTS,READING/MATHEMATICS, GRADES 2 TO 8, will assist the mainstream teacher in the reinforcement and support of the reading and mathematics activities of those students identified as Chapter I students. The educational assistant will be directly responsible to the mainstream reading and/or mathematics teachers, and will be expected to work cooperatively with the Chapter I teacher in discussing the needs of eligible students.

EDUCATIONAL ASSISTANTS,READING, GRADES 9 TO 12 will assist, under the direction of the Chapter I reading specialist, in the support and reinforcement of the reading activities of Chapter I students within the reading laboratory.

COUNSELORS will provide services only to Chapter I students who may need supportive counseling services in order to achieve academically. The Chapter I counselor will conduct individual and group counseling sessions with Chapter I students, staff, and parents.

SOCIAL WORKERS will provide an educational program for the parents of PREP students, designed to help them acquire parenting skills which will assist their children in achieving success in school. The Chapter I social worker will visit the homes of PREP parents, conduct school meetings with PREP parent groups, and hold individual conferences with parents and staff.

PROGRAM SPECIALISTS will be responsible for the supervision of their particular Chapter I program in all of the schools eligible and will report to the Director of Chapter I. The specialist will maintain communications with principals, supervisory instructional specialists, and will work in close cooperation with the mainstream staff and Chapter I staff to provide the approriate communication, inservice, supplies and equipment.

COMMUNITY INFORMATION SPECIALIST will be responsible for the establishment and functioning of the District-Wide Parent Advisory Council and will assist the schools in establishing School Councils. The community information specialist will report to the Director of Chapter I.

SCHEDULING

It is the responsibility of the Principal to schedule the Chapter I staff or secondary students into the Chapter I programs. Using the computerized eligibility list provided to each Principal, the students most in need (at or below the California Achievement Test 25 %ile) must be provided with the services of the Chapter I staff.

Students who spend the majority of their academic time in Exceptional Education classes or Project Pass classes are NOT ELIGIBLE for Chapter I services.

Students who spend the majority of their academic time in Exceptional Education classes or Project Pass classes are NOT ELIGIBLE for Chapter I services.

Students who receive part-time services as in BI/LD, SED, speech and hearing programs should be considered ELIGIBLE for Chapter I, if they meet the criteria for participation.

Continuation of service is available to students if:

(1) The student/staff ratio is not exceeded.
(2) The student is still achieving below the grade level.
(3) The student was participating in the program the previous year.
(4) All students eligible (greatest need) are being provided services.

SCHEDULING CONTINUED

ELEMENTARY CHAPTER I READING SPECIALISTS AND MATHEMATICS TEACHERS should be scheduled seven (7) periods per day of teaching time in the mainstream classrooms. The number of periods spent in any one classroom may be adjusted according to the number of eligible students per self-contained classroom teacher.

ELEMENTARY CHAPTER I READING/MATHEMATICS EDUCATIONAL ASSISTANTS should be scheduled seven (7) periods per day in the mainstream classroom, and one (1) period for clerical duties.

MIDDLE CHAPTER I READING SPECIALISTS AND MATHEMATICS TEACHERS should be scheduled six (6) periods per day of teaching time in the mainstream classrooms. The number of periods spent in any one classroom may be adjusted according to the number of eligible students per team grouping.

MIDDLE CHAPTER I READING/MATHEMATICS EDUCATIONAL ASSISTANTS should be scheduled six (6) periods per day in the mainstream classroom, and one (1) period for clerical duties.

SECONDARY READING/EWER ENGLISH CLASSES, each of 45 minutes, should be scheduled together. The eligible students should be scheduled for English (English with Emphasis on Reading) for one period. During the other 45 minute period, they rotate between the remedial reading instruction from the Chapter I Reading Specialist and reinforcement laboratory activites from the Chapter I Educational Assistant, using the laboratory facilities.

Special Notation: The Elementary/Middle Chapter I teachers and educational assistants should NOT be scheduled to the same mainstream classroom during the same period.

The half-time teachers will rotate every other day/week. The first week, the teacher will report to school "A" on Monday-Wednesday-Friday and to school "B" on Tuesday-Thursday. The second week the teacher will report to school "A" on Tuesday-Thursday and to school "B" on Monday-Wednesday-Friday. TEACHERS WILL NOT MOVE FROM ONE SCHOOL TO ANOTHER DURING THE SCHOOL DAY. Their planning time with the mainstream teachers would occur during the days they are present at the school during the school planning period.

PARENT NOTIFICATION

Parents whose child is participating in a Chapter I program must receive notification from the school district of the type of services being rendered. The letter of notification will be prepared for distribution in the fall of each year.

A systematic procedure is being developed by the Chapter I Office to insure that parents of all participating students receive notification.

SUBSTITUTE SERVICE

Funds are available to provide limited substitute service.

-Elementary/Middle Schools-
A substitute should only be called if the Chapter I teacher or educational assistant will be absent for ten (10) or more continuous working days.

-Secondary Schools-
A substitute should be called when the Chapter I teacher will be absent. A substitute educational assistant should only be called if the Chapter I educational assistant will be absent for five (5) or more continuous working days.

MAINTENANCE OF CHAPTER I RECORDS

A file containing the following documents must be kept available to persons responsible for the monitoring and/or evaluation of the Chapter I program. It is suggested that the file be kept with other school files to which the Chief Clerk has access.

-Computerized eligibility lists (one reading, one mathematics). This list must be updated quarterly by deletion or addition of participants.

-A list of unduplicated participants.

-A copy of the count of students in each program and grade level.

-A copy of the parent notification letter with the mailing date.

-Copies of the minutes of the Parent Advisory Council and a slate of officers.

These files should be available and up to date. Last year's files should be kept separately for referral.

SUPPLIES, MATERIALS, EQUIPMENT

Regular classroom supplies such as paper and pencils should be provided for each Chapter I teacher and educational assistant on the same basis as other teachers.

All Chapter I printed materials and equipment must be labeled with the Title I or Chapter I stamp or sticker provided to each Chapter I school.

Procedures for reporting loss of Chapter I equipment should be as follows:

-Chapter I or mainstream teacher reports the loss to the Principal.
-Principal completes the security report and sends one copy to the appropriate Program Specialist.

MONITORING OF CHAPTER I PROGRAMS

It is the responsibility of the Chapter I Office to monitor the Chapter I programs for compliance and proper program implementation.

The monitoring procedure should be viewed as a supportive service to insure that the program in the schools is consistent with the Chapter I proposal. A copy of the form used by the Chapter I Office to monitor the program appears in the Appendix.

Other persons who will be involved in the monitoring process include Program Specialists, Supervisory Instructional Specialists, members of the District-Wide Parent Advisory Council and the School-Based Parent Advisory Council.

MONITORING OF CHAPTER I PROGRAMS CONTINUED

One of the responsibilities of the members of the Parent Advisory Council is to monitor classrooms. A form designed specifically for each program will be used to assist the parents in this process. Several visits will be made throughout the year and a form completed after each visit. Parents will be looking for items such as labels on materials and equipment; type of materials being used, and overall atmosphere of the classroom. They will also talk with one or two children. The Director of Chapter I will receive the feedback from these monitoring visits made by the Program staff and parents.

EVALUATION

A copy of every participating student's pretest and posttest score (spring to spring) on the California Achievement Test is sent to the Pennsylvania Department of Education. Statistical analysis of these data provides PDE with evidence of the success of the total Chapter I program.

The degree of success of each program is measured by the percentage of students who achieve the gains as stated in the program objectives.

PARENT ADVISORY COUNCILS

Federal regulations state that school districts may provide Chapter I programs and projects which are designed and implemented in consultation with parents and teachers. The Pittsburgh School District will continue to use the parent advisory councils to fulfill these requirements.

While the Division of Chapter I has the responsibility for the establishment and functioning of the District-Wide Parent Advisory Council, it is the responsibility of the Principal to establish and maintain the Parent Advisory Council in the school.

ESTABLISHMENT OF SCHOOL COUNCILS: Members of school councils are elected by the parents of children who attend the school. The following steps will be followed.

1. Every two years a new council will be elected. The last election was held in May, 1983. Principals will send notice home to parents indicating that a council is being formed. The notice should include instructions for those interested parents who wish to serve on the council.

2. Persons who wish to have their names placed on the ballot for the council will complete a Consent to Serve/Authorization Form and leave it at the school.

3. Each school will prepare a ballot and send it home with every student. Returned ballots will be tabulated and a list of council members will be prepared.

4. Principals will forward to the Chapter I Office a copy of the list of council members. The listing should include members' addresses and phone numbers.

5. Principals will call the first meeting of the council and conduct an election of officers. Each council will elect a Chairperson, a Vice-Chairperson and a Secretary. This information along with the minutes of the meeting is to be sent to the Chapter I Office.

COMPOSITION OF COUNCILS: Schools which serve 75 or more students in Chapter I Programs will have an eight member council.

Schools which serve less than 75 but more than 40, will have a three member council.

Schools with 40 or fewer students will select one parent to represent the school at trainings and area meetings.

The majority of the members of each council should be parents of students eligible to be served in Chapter I programs.

MAINTENANCE OF PAC RECORDS: The Principal's file of council activities should include the following:

1. A copy of the ballot

2. A list of the names, addresses and telephone numbers of each council member.

3. A copy of the minutes of each council meeting held.

RIGHTS AND RESPONSIBILITIES OF COUNCIL MEMBERS: Council members may serve for two years and may be re-elected. Vacancies on councils which occur between elections may be filled by selection. First opportunity to serve should be given to parents whose names appeared on the original ballot.

Council members will advise the school district in the planning, implementation and evaluation of the Chapter I program in the school. They will participate in the completion of needs assessment forms and monitor Chapter I classes within the school.

Each school council will have access to funds for council expenses. Schools serving 75 or more students in Chapter I may spend $75.00 each year and schools with less than 75 students in Chapter I will be allotted $40.00 for council expenses.

PREP: Primary Readiness Experience Program

OVERVIEW

This supplementary program is designed to identify children in kindergarten and first grade who may have difficulty in coping with expected school activities, especially in the areas of social/emotional development, gross and fine motor physical development, perceptual development, language arts/storytelling and mathematics.

An Educational Assistant is assigned to work with groups of five up to ten children at a time under the direction of the kindergarten or first grade teacher. The supplementary activities are designed by the teachers to assist the students in gaining competence in the various skill areas.

Assorted instructional materials are available for use with the Chapter I participants. They include various records, filmstrips, storybooks, worksheets, mainpulative devices, and other related materials. The teacher determines the proper remedial methods to be used by the Educational Assistant.

PROGRAM OBJECTIVES

By the end of the project year, the group mean score of 100% of the Chapter I kindergarten participants who have pre-test and post-test scores will increase by 3 NCE's. Success will be determined by comparing group mean pre-test and post-test scores of the Abbreviated Kindergarten Inventory.

By the end of the project year, the group mean score of 100% of the Chapter I first grade participants will increase by 1 NCE. Success will be determined by comparison of the group mean scores of the California Achievement Test (Spring, '82 and Spring, '83) using Total pre-reading and Total Math subtests as the pre-test measure and Total Reading/Total Math as the post-test measure.

ELIGIBILITY

No one procedure is adequate for assessing the needs of a young child whose school success may be at risk. The teacher should use a combination of observation, anecdotal records, classroom performance, and existing tests to determine student eligibility for Chapter I PREP Program services.

Kindergarten students who score at or below 17 on the fall administration of the Abbreviated Kindergarten Inventory (AKI) are automatically eligible. Potential kindergarten candidates may include students who score above 17, but are recommended as needing the service through teacher documentation of specific skill weaknesses.

First grade students who score at or below the 25th percentile on the previous spring administration of the California Achievement Test are automatically eligible. Potential first grade candidates may include students who score above the 25th percentile, but are recommended as needing the service in first grade through teacher documentation of specific skill weaknesses.

SOCIAL WORK

The primary purpose of the Chapter I Social Work Program is to support the instructional Primary Readiness Experiences Program (PREP).

The Chapter I Social Work Program is based on the conviction that parents are a vital factor in the education of their children. The program will attempt to bring parents into closer touch with the school experiences of their children, enabling them to take a more active part in the educational process. The Social Worker will help train the parents at home or in their schools and will provide materials, suggestions and encouragement to implement the program. Parents will have the opportunity to discuss questions about early learning and development. They will also learn various skills and activities with which they can enrich the learning environment of the home.

The Social Worker will assist parents in defining and analyzing their particular needs in relationship with their children's behavior and success in school and at home. The Social Worker will help with the implementation of methods of work with these findings in order to effect positive change.

The two methods used by the Social Workers are individual and small group meetings. Those parents unable to attend the meetings are still active participants in their child's educational growth through home visits by the Social Worker.

The Social Worker consults with the instructional supervisor, the instructional and supportive school staff, and community agencies for the purpose of developing and/or improving a positive attitude in families toward the school and the educational and social system.

PROGRAM OBJECTIVES

1. To familiarize the parents with activities and skills the children learn in school.

2. To help parents utilize the household as a more effective learning environment.

3. To increase parental awareness of the physical, emotional, and intellectual needs of their children.

4. To bring about a more effective relationship between parents and children through presenting new ways which parent and child may interact.

5. To reinforce Parental efforts to implement the child's improvement in school to reduce potential dropouts.

Methods

1. Listen and observe
2. Interpret
3. Inform and demonstrate
4. Encourage
5. Coordinate

TASKS

1. Listen and Observe

   a. Identify the primary needs of the family in relation to the children.
   b. Identify the parents' perception of the Chapter I Program and how they intend to participate.
   c. Identify the parents' perception of the child's abilities, strengths and limitations.
   d. Observe how the parents interact with the children.
   e. Observe how the parents create learning situations at home.

2. Interpret

   a. Clarify the objectives of the Chapter I Program.
   b. Interpret the expectations of the program.
   c. Interpret realistic expectations of the child's progress.
   d. Summarize progress of the parents' involvement with the child.

3. Inform and Demonstrate

   a. Suggest and demonstrate effective ways for parents to interact with their children.
   b. Present opportunities for parents and children to develop specific skills.
   c. Show how everyday situations and familiar objects can be used to teach the child.
   d. Distribute materials related to parent education.

4. Encourage

   a. Reinforce parents effective interactions with the child.
   b. Urge parents to take advantage of available resources and community facilities.
   c. Appreciate parents' efforts to become more independent and self-confident.
   d. Encourage parents to visit the school and to participate in school activities.
   e. Encourage parents to continue to be actively involved in the learning progress of their child throughout his school years.

5. Coordinate

   a. Plan to implement sequential activities for parents and child.
   b. Record objectivities, impressions, materials used in evaluation of each home visit.
   c. Discuss positive and negative aspects of the program with supervisory staff.

ELIGIBILITY

Families of kindergarten and first grade participants in the Primary Readiness Experiences Program (PREP) are eligible for the Social Work Program.

SCHEDULING

The Social Worker prepares a roster of students and sends a letter home informing the parents that the student is served by the Chapter I Social Work Program, and inviting the parent to participate. Referrals to the active roster are made based on the recommendations of the staff.

STAFF SCHEDULING AND UTILIZATION

In an effort to establish and maintain on-going parent involvement, regularly scheduled meetings and workshops are conducted, utilizing the skills of the instructional supervisors, teachers, psychologists, counselors, nurses, and other resource speakers. Since they are federally funded, the Social Worker's duties are limited to working only with families of participating students.

To accomplish the objectives of the program, eight Social Workers serve the eligible students, kindergarten and first grade, and their parents in schools with the highest number of PREP participants. No Social Worker serves more than three schools.

INSERVICE

Inservice activities are held periodically to keep the Social Workers abreast of what is happening in the program and to take part as an active member of the Pupil Service team.

EVALUATION

The Social Workers keep a log of their monthly activities and a record of their contacts with the parents or guardians of the eligible students. An end of the year report is made of these activities.

At the end of the project year, the Social Worker will compile the results of his/her log and compare these results with the objectives of the program.

COUNSELING

The Chapter I Counseling Program is to support the Chapter I elementary instructional program in reading and math grades 2 through 5.

Academic performance in reading and math is greatly influenced by self-confidence, a positive attitude toward oneself and toward school. The Counseling Program is based on the premise that many of the participating students in the Chapter I program will need this support to achieve academically. The counseling emphasis is on the student as a learner in the school setting and is aimed at improving the student's attitudes.

Counselors work closely with the academic teachers to improve the study habits of the Chapter I students. Factors in school success, such as good attendance, careful listening, following directions, completion of classwork and homework assignments, and the ability to take turns and conform to classroom rules are identified by the classroom teacher for attention by the Chapter I Counselor.

The Counselor maintains a free-flowing communication with appropriate staff members. The cooperation and enthusiasm of the principal is the starting point of a successful program.

Specialized materials are used to help student understanding.

Developing Understanding of Self and Others (the DUSO Kit) contains posters, picture cards and hand puppets that are used to develop various objectives of the Counseling Program.

Toward Affective Development is another kit available to the Counselor. Posters, puppets and picture cards provide different game situations for the development of the child's personal life style.

Systematic Training for Effective Parenting (STEP program) is used when working with the parents of the eligible children. Through this program, the Counselor helps parents establish more positive, productive communication with their children. Special emphasis is placed on training all family members in cooperative, responsible behavior.

The DuKane projector uses filmstrips and tapes simultaneously to provide discussion stimulus to the students. With filmstrips and cassettes, the Counselor may select materials for particular situations that may arise throughout the year.

The use of the tape recorder and self-awareness games helps in the development of the student's self-concept.

Career exploration is facilitated with the Career Awareness Comic Books that examine a wide variety of career fields. The use of publications, such as the Career World, also provides a wide selection of material on different levels, determined by the student's level of reading and understanding.

PROGRAM OBJECTIVES

By the end of the project year, the students in the Chapter I Counseling program will exhibit a more positive attitude toward themselves and toward school as measured by a locally developed self-evaluation survey and teacher evaluation survey.

By the end of the project year, the students in the Chapter I Counseling program will exhibit fewer unsatisfactory social habits as measured by citizenship grades on report cards.

By the end of the project year, the students in the Chapter I Counseling program will have improved their performance in reading and mathamatics as measured by a survey of teacher report card grades.

ELIGIBILITY

The Chapter I Counselor plans a program for each school by examining the academic records of students already identified as eligible for Chapter I services in grades 2-5. This record is used to identify those MOST in need of the Counselors supportive services. Consultation with teachers, administrators and other support personnel completes the identification procedure.

STUDENT SCHEDULING

The Counselor assigns students to groups or establishes individual counseling sessions for them. Counseling groups usually contain from three to eight students and meet regularly. Subjects discussed in the group are related to the difficulties the students are experiencing in their studies or in getting along with others at school.

INSERVICE

The Counselors will attend inservice meetings periodically to keep abreast of new developments in the program, to discuss the progress of their work, and to take part as an active member of the Pupil Service team.

EVALUATION

The Counselor administers a student survey and a teacher survey of student behavior and attitudes at the beginning of the year when the roster and schedule is completed. The Counselor will continually monitor the student's progress and where necessary change the approach, contact parents, teachers and/or staff to assist in helping the student.

At the end of the project year, the Counselor will update the roster with the present grades and citizenship marks and will again administer the student and teacher surveys to measure the achievement accomplished.

The Counselor completes an end of the year report for the Office of Chapter I, Department of Instructional Development.

MATHEMATICS - GRADES 2 - 8

OVERVIEW

The Chapter I Mathematics Program for students in grades 2-8 provides an expanding mathematics program to help children who are underachieving. This program is designed to assist children to gain confidence, initiative, and self-esteem while obtaining mathematical acuity.

Emphasis will be on the remediation of specifically diagnosed weaknesses in mathematics. Students will be served in small groups or on an individual basis within the regular classroom.

The Chapter I teacher and Educational Assistant should be provided a room in which a desk, files and Chapter I materials and equipment will be housed. After student needs are determined, the Chapter I teacher or Educational Assistant will place the materials and/or equipment in the regular classroom for a short period of time (two - six weeks). This material/equipment will be shared with all involved with the Chapter I students. These materials will then be placed in another teacher's classroom to meet the needs of other Chapter I students.

The MAP program objectives will be used by both the regular and Chapter I teacher in helping children to reach the twenty or more objectives as outlined in MAP.

PROGRAM OBJECTIVES

By the end of the project year, the mean group scores for 100% of students who have both a pre-test and post-test score on the California Achievement Test will increase by the following amounts, expressed in Normal Curve Equivalents:

Grade:	Normal Curve Equivalents:
2	1.0
3	2.4
4	1.9
5	2.3
6	3.2
7	1.8
8	2.2

The mean growth of Chapter I students, as measured by the California Achievement Test will be:

Grade:	Grade Equivalent Gain:
2	1.3
3-4	1.5
5	1.7
6-8	2.0

READING -GRADES 2 - 8

OVERVIEW

The Chapter I Reading Program for students in grades 2-8 provides an expanded reading program for eligible students and special assistance toward improving other content area skills. The program establishes a viable communications network among the principal, instructional supervisor, academic subject area teachers, mainstream reading teachers, the Chapter I teacher, the Chapter I educational assistant, students and parents. It includes the use of MAP objectives and the lesson design incorporated in PRISM.

Those students who qualify receive supplemental help in reading from a certified reading specialist known as a Chapter I teacher. Students will be served within their regular classrooms. The Chapter I teacher and the classroom teacher together determine the nature of the remediation needed by eligible students. An Educational Assistant works under the direction of the classroom teacher and works cooperatively with the Chapter I teacher in discussing the needs of eligible students.

PROGRAM OBJECTIVES

By the end of the project year the mean group scores for 100% of the students who have both a pre-test and post-test score on the California Achievement Test will increase by the following amounts, expressed in Normal Curve Equivalents:

Grade	NCE
2	1.0
3	2.4
4	1.9
5	2.3
6	3.2
7	1.8
8	2.2

The mean growth of Chapter I participants, as measured by the California Achievement Test, administered Spring 1982 and Spring 1983, will be:

Grade	Grade Equivalent Gain
2	1.3
3	1.8
4-8	2.0

By the end of the project year, all Chapter I participants will achieve 80% mastery of the MAP Grammar/Composition objectives.
(MAP is "Monitoring Achievement in Pittsburgh" - a program which systematically links instruction in the basic skills with testing and planning).

READING - GRADES 9 - 12

OVERVIEW

This program is a joint venture by the Pittsburgh Public Schools and ECIA, Chapter I. It is designed to motivate under-achieving secondary students and to provide them with opportunities for the successful experiences which they must have to cope with the higher level of proficiency in reading and content area skills required at the secondary level. The program is being implemented in all public high schools (with the exception of Taylor Allderdice) and in one parochial high school -- North Catholic. It has two components: English and Reading.

The English component consists of instruction by a certified secondary English teacher utilizing specially selected high interest-low readability materials to teach the basic skills of composition and grammar, and to master the objectives of the MAP Grammar/Composition Program.

The Reading component consists of instruction by a certified Reading Specialist assisted by an Educational Assistant. Four types of reading programs are utilized:

1. PRESCRIPTION LEARNING LABORATORY at Langley, Oliver, South Hills, and Westinghouse High Schools.

2. MASTERY CENTER LABORATORY at Carrick, Peabody, and Schenley High Schools.

3. NEW CENTURY LABORATORY at Brashear (North and South Houses), and South High Schools.

4. TRADITIONAL at Langley, North Catholic, Peabody, Perry, and Westinghouse High Schools.

Emphasis will be placed upon comprehension skills, (literal, inferential, and critical), vocabulary, word attack skills, content area reading skills, study skills, the proposed MAP Reading objectives, and preparation for the Basic Skills Assessment Test.

Among the diagnostic instruments to be utilized in both components are:

1. Individual Student Profile from the California Achievement Test, concentrating on Total Reading, Language Arts, and Reference Skills sub-tests.

2. Teacher made composition and grammar tests

3. Mastery tests accompanying the commercial laboratories

4. Slosson Oral Reading Test

5. Textbooks in the content areas

6. Other diagnostic tools as deemed appropriate

PROGRAM OBJECTIVES

1. The mean group score of 100% of students at the 9th grade level who have participated in the Chapter I program will increase by 1.8 NCE between Spring '82 and Spring, '83 as measured by the Total Reading subtest of the California Achievement Test.

2. The mean group score of 100% of the students in grades 10 through 12 will remain at the same NCE or increase from Spring '82 to Spring '83 as measured by the Total Reading Subtest of the California Achievement Test.

3. The mean growth of the Chapter I participants, as measured by the California Achievement Test, will be:

Grade	Grade Equivalent Gain
9 - 12	2.0

ELIGIBILITY

All students will be screened for eligibility according to Chapter I guidelines. The procedure for assignment to the program is as follows:

1. Students entering the ninth grade who scored at or below the twenty-fifth percentile (25%ile) on the Total Reading subtest of the Spring California Achievement Test will be assigned for the complete academic year. Those students with the lowest test scores will be given priority.

2. Students in the tenth, eleventh, and twelfth grades who scored at or below the twenty-fifth percentile (25%ile) on the most recent California Achievement Test will also be assigned for the complete academic year. Those students with the lowest test scores will be given priority.

3. At the beginning of the year, an eligibility list will be prepared with the names of the students ranked according to their Total Reading score.

4. Only students who spend the majority of their academic time in mainstream classes are eligible for Chapter I programs.

APPENDIX

ECIA CHAPTER I
MONITORING

School _____ Date of Visit _____

I. SERVICE PROVIDED	YES	NO	Number of Children Served
PREP	____	____	_____
Reading	____	____	_____
Mathematics	____	____	_____
Counseling	____	____	_____
Social Work	____	____	_____

II. STUDENT INFORMATION	YES	NO	COMMENT
A. Individual student data form has been sent to Chapter I office. Copy is on file in school.	____	____	_____
B. Participants are identified by program.	____	____	_____
C. All eligible students are participating.	____	____	_____
D. Parents have been notified of child's participation.	____	____	_____

III. STAFF INFORMATION	YES	NO	COMMENT
A. FTE Staff budgeted for this school:			
EA-1 PREP _____ EA-I Read/Math ___			
Read. Spec. _____ Math Teacher _____			
Counselor _____ Soc. Worker _____			
B. All Chapter I positions have been filled.	____	____	_____
C. All staff have required certification.	____	____	_____

IV. PARENT COUNCIL INFORMATION	YES	NO	COMMENT
A. Officers have been elected.	____	____	_____
B. Meetings have been held.	____	____	_____
C. Minutes are on file.	____	____	_____

V. CLASSROOM INFORMATION	READING	MATH
A. Number of Chapter I teaching periods per week.	_____ Number	_____ Number
B. Number of Chapter I teacher aide periods with children per week.	_____ Number	_____ Number
C. Number of periods child receives direct instruction by Chapter I staff per week.	_____ Number	_____ Number
D. Student folders indicate Chapter I and mainstream teachers are working together on diagnosis, prescription, and evaluation.	_____ Yes or No	_____ Yes or No
E. The Educational Assistant has a log. (If both reading and math programs are present, the EA-I log could cover both.)	_____ Yes or No	_____ Yes or No
F. The Chapter I teacher has a lesson plan which follows the PRISM model.	_____ Yes or No	_____ Yes or No

VI. SUPPORTIVE SERVICE	COUNSELING	SOCIAL WORK
A. Number of days assigned to this school per week.	_____	_____
B. Number of Chapter I children scheduled.	_____	
C. Number of group meetings held with parents.		_____
D. Number of parents seen to date.	_____	_____

COMMENTS OR EXPLANATIONS:

Ballot

Sample _____ School Parent Advisory Council Sample

Date

Dear Parents:

In order to satisfy the parent consultation requirements, the Pittsburgh School District will establish Parent Advisory Councils in each Chapter I School. The persons listed below have agreed to serve on our building council.

Please vote for 8 by marking an X to the right of the name.

PARENTS		STAFF/RESIDENTS	
_____	☐	_____	☐
_____	☐	_____	☐
_____	☐	_____	☐
_____	☐	_____	☐
_____	☐	_____	☐

RETURN THIS FORM TO SCHOOL BY
Date

Sincerely,

Principal's Name

SCHOOL REPORT FORM

ECIA Chapter I Parent Advisory Council Members

	NAME	ADDRESS	PHONE
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

_____
Principal

_____
School

Attach a copy of the ballot used and Return to Room 425 at the Administration Building

ECIA CHAPTER I SCHOOL PARENT ADVISORY COUNCIL

MEETING REPORT FORM

Date _____ School _____

Present:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

The PAC discussed the following topics:

1.

2.

3.

4.

5.

6.

7.

(If more space is needed, please use the back of this sheet.)

Our next meeting will be: Date _____ Time _____ Place _____

Signed _____
Secretary

REIMBURSEMENT FORM
School Parent Advisory Council Expenses

The _____ School Parent Advisory Council held a meeting on _____ and the following is an itemized listing of expenses incurred:

Refreshments:	Postage and/or Supplies:
_____	_____ stamps @ _____ each
_____	_____
_____	_____
_____	_____
_____	_____

Attached are receipts which cover payments for the above items.

_____
Principal

_____
PAC Chairperson

_____
Date

RETURN TO:

Chapter I Office
Administration Building - Room 425
341 S. Bellefield Avenue
Pittsburgh, PA 15213

Make check payable to _____

_____